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ABSTRACT

This research report describes the results of a field test of "South Asia: Nepal--Why are the Forests Disappearing?", a video program from "Global Geography", an instructional video series (available January 1988) for students in middle and junior high schools. The results from the teachers and students surveyed indicate overall favorable responses to the program and its contents. Tables and charts are included that reflect the student sample and the Attention Profile. Appendices include the student, the teacher, and the teacher's guide questionnaires. Students' and teachers' questionnaire responses are also included. (DJC)

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ED299191

Research Report

Number 100

Global Geography: An Evaluation of the Nepal Program

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Research Report #100

Global Geography: An Evaluation of the Nepal Program

August 1987

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Executive Summary

This report describes the results of a field test of "South Asia: Nepal--Why Are the Forests Disappearing?", a program from ***Global Geography***, an instructional video series for students in middle and junior high school. ***Global Geography*** is being developed by the Agency for Instructional Technology through the support of a consortium of 43 state and provincial education agencies. It will be available in January of 1988.

Students and teachers reacted quite positively to the program. Teachers indicated

- the program was instructionally effective.
- the program was appropriate for students in grades 6-9.
- the program complements their existing social studies curriculum.
- the objectives were adequately covered.
- the issues covered in the program are important for their students to understand.

The teachers' major concern for the program was the narrator, whom they felt was too drab.

Perhaps the best indication of the teachers' reactions to the program was that they were nearly unanimous in indicating that they would use the program with their classes and recommend it to other teachers.

The students were attentive to the program. Most indicated that they found it interesting and liked it. Additionally, most indicated that they thought that students their age should be aware of the issue of the world's forests disappearing. Students performed well on most of the content items. However, they performed worst on the content item that dealt with the segment on West Germany. Interestingly, of students who indicated a least favorite segment of the program, the highest percentage indicated the one on West Germany.

Overall, both students and teachers reacted very positively to the program.

Two areas of concern that emerged from the evaluation were the narrator and the segment on West Germany.

Background

Global Geography had its origins in a statewide needs assessment survey conducted in 1982 by the Wisconsin Educational Television Network (WETN). A major need identified by the survey was video programming to support geography instruction in middle and junior high schools. As the scope of the project evolved, WETN initially invited AIT to be a funding partner through the mechanism of a pre-production lease. Because of the significance of the project and the level of funding required, however, it was eventually agreed that the project required a consortium approach instead.

Accordingly, AIT issued a prospectus titled "A Prospectus for a Video Project in ***Global Geography*** for Middle and Junior High School Students" (November, 1985). The prospectus stated that young people should learn: (1) to understand that absolute and relative location are significant aspects of every natural and cultural feature on earth; (2) to determine the significance of places in terms of their natural and human characteristics and determine how the meanings of places change over time; (3) to be aware of different ways in which people inhabit, modify, and adapt culturally to natural environments; (4) to examine how places are interdependent and the implications of that interdependence; and (5) to use the concept of region as a tool to make general statements about complex reality. These became the goals of the project, which was further defined in the final design report (***Global Geography*** for Middle and Junior High School Students, January 1987).

Scripting for the project began in early 1987. Each script was submitted to consortium representatives and classroom teachers for review. The comments and suggestions of all reviewers were carefully considered before final scripts were developed. The "Nepal" script was sent to teachers and consortium representatives for review in January 1987.

A field test of the "Nepal" program was designed as a formative evaluation that would provide data to help guide the production team as they considered revisions in the program. Further, these data would also be considered as final production of the remaining nine programs was completed. This report describes the field test of the "Nepal" program.

Methodology

Two methods of collecting data were employed. First, a group of five middle-school social studies teachers from Columbus, Indiana reviewed the program and the draft teacher's guide in a focus group setting at AIT. These teachers were introduced to AIT and to the ***Global Geography*** project. They then read the guide and viewed the program. They completed questionnaires on both the teacher's guide and on the program, then discussed the program and the guide with an AIT evaluator. This session lasted over two hours and gave the teachers a chance to react to the materials more carefully than if they had to consider the materials along with the usual distractions of their classrooms.

One week after the review by the teacher focus group, data were collected from students and teachers in classroom settings. An AIT evaluator introduced the program and the task to students. The purpose of the introduction was twofold: to provide information about the students' role and to make them feel comfortable with the evaluator. The evaluator explained that students would watch a program, complete questionnaires, and discuss the program. During the introduction, students were asked several questions (What's a critic? Have you seen any other AIT programs? What's your favorite television program?) designed to get them to feel comfortable talking to the evaluator.

Students were also introduced to ***Global Geography*** in general and to the "Nepal" program in particular. Students were asked, "Where is Nepal?" In all classes, only one or two students attempted an answer. Responses varied from "near Russia" to "next to India." It is difficult to extrapolate from discussion data, particularly when only a selected few respond. However, the evaluator was left with the impression that most students did not know the location of Nepal before the program.

As students watched the program, their attention to the screen was coded using the AIT attention profile. In this method, two observers each select a group of five students. At alternate ten-second intervals in the program, each observer notes how many of the five students have their eyes on the screen. This method provides a graph of students' attention to the screen.

After viewing, students completed questionnaires (see Appendix A for compiled student questionnaire) about their reactions to the program. Following the questionnaires, the evaluator discussed the program with the students. The focus of both the questionnaires and the discussion was on students' understanding of the program and on the program's appeal.

Teachers also completed questionnaires about the program (see Appendix B for compiled teacher questionnaires). Since only nine teachers viewed the program (five from the focus group and four from the field test), this report combines the two groups in both the body of the report and on the compiled teacher questionnaire. Additionally, the focus group teachers completed a questionnaire on the teacher's guide (see Appendix C for compiled teacher guide questionnaire).

Thus, the data include the AIT attention profile, student and teacher questionnaire data, teacher guide questionnaire data, and student and teacher discussion data.

Sample

Conducting the evaluation in the middle of the summer made identifying an adequate student sample somewhat complicated. Most junior and middle school summer programs are remedial and would not include an adequate range of students for an effective evaluation. Fortunately, the Los Angeles area was able to provide some year-round schools that included a wide range of of students.

A total of 142 students were included in the evaluation. These students were contained in five different classes in four different California school systems.

- Orange County School System
- ABC School System in Cerritos
- Long Beach School System
- West Covina School System

These four systems represent a range of community types from working class inner-city to affluent suburban.

The sample consisted of 50% males and 50% females. Table 1 describes the sample by grade level completed the previous school year.

Table 1

Grade 5	1%
Grade 6	20%
Grade 8	14%
Grade 9	23%
Grade 10	29%
Grade 11	11%

As Table 1 indicates, over a third of the sample (40%) was slightly above the targeted junior high school grade levels. However, many of these older students were repeating a World Studies course that they had failed.

Table 2 describes the sample according to race, Table 3 according to socioeconomic level (as estimated by the teachers), and Table 4 according to ability level (again, as estimated by the teachers). These three tables appear on the following page.

Table 2

White	34%
Asian	30%
Hispanic	19%
Black	14%
Samoan	2%
Middle Eastern	1%

Table 3

Lower	7%
Lower Middle	38%
Middle	28%
Upper Middle	24%
Upper	2%

Table 4

Below Average	28%
Average	41%
Above Average	31%

Table 2 reflects an ethnic and cultural range that is one of the advantages of conducting an evaluation in Southern California. Tables 3 and 4 illustrate a wide range of both socioeconomic and ability levels. Overall, Tables 1-4 reflect a remarkable diversity in the 142-student sample.

Findings

Student Results

Appeal/Attention

As the graph on page 7 indicates, students were very attentive to the screen throughout the program. For almost the entire program, 90-100% of the students' eyes were focused on the screen. Interestingly, the segment that had the lowest attention level was the one on West Germany. As we shall see, there are other indications of problems with this segment.

Most students (88%) thought the program was interesting. Most (83%) indicated that they liked the program. The majority (58%) indicated that they liked all parts equally; Nepal was the favorite segment of 17%. Almost a quarter (23%) indicated that the segment on West Germany was their least favorite. Overall, however, the program captured and maintained students' attention.

Relevance

The majority of students (76%) indicated that it is important for people their age to be aware of the issue of the world's forests disappearing.

The majority (77%) also felt that the forests disappearing will affect them in their lifetimes. Even more (83%) felt that people in the United States will be affected if the world's forests continue to disappear.

In discussions, students said that the many products they depend on that are made of wood– notably houses and furniture– will become more scarce and more expensive if the forests continue to disappear. However, one felt that people in the United States will find substitutes, "like plastic."

Overall, students were able to see the relevance of the program to their lives. A final indicator of this relevance is that most (80%) said that they think other students their age should see this program.

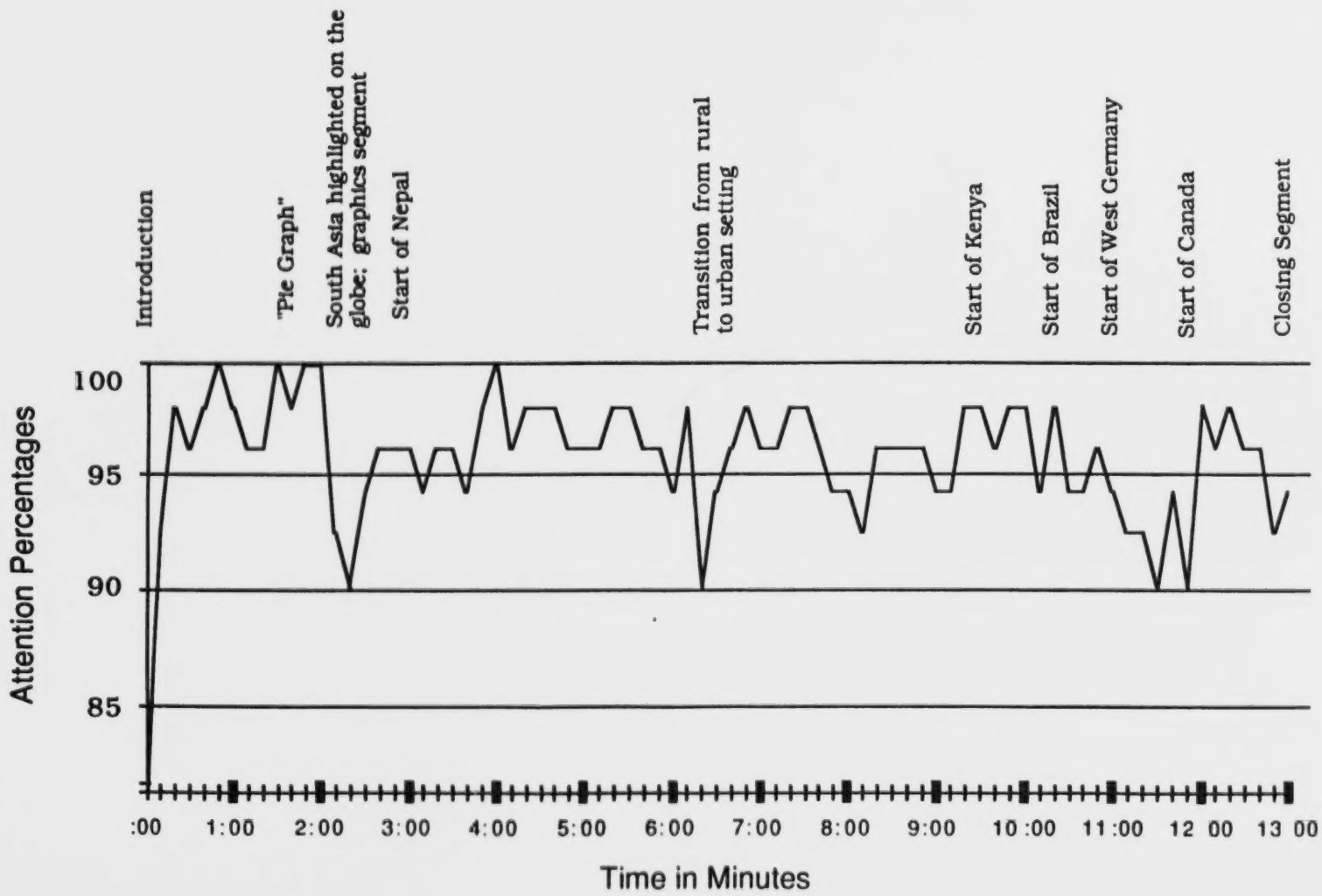
Content

Students performed fairly well on the content items. The majority (74%) realized that increasing population, poor forest management, and acid rain are all reasons that the forests are disappearing. When given a choice between people or natural disasters, most (86%) identified people as the major cause of forests disappearing. Almost all (90%) realized that by the year 2000 the world will have less forests.

On items related to the program's specific segments, students also performed fairly well. The majority (75%) realized that an increased population was the major reason forests are disappearing in Nepal. The same number (75%) realized that the disappearing forests in Nepal meant that the boy and his father had to spend more time getting to the wood.

However, only 58% realized that acid rain is the major reason forests are disappearing in West Germany. Coupled with the appeal and attention data already mentioned, the evidence warrants considering ways to enhance this segment of the program. Unfortunately, the discussions didn't provide any further insights about students' reactions to the West Germany segment. Since West Germany was the

Attention Profile



third comparative example, it's possible that students were overloaded. Attention increased during the Canadian segment, but that may be because the example was "closer to home."

Overall, however, students performed satisfactorily on the content-related items. Given the fairly wide range in student grade level, it's interesting to note that chi square comparisons of sex and grade revealed no statistically significant differences on any of the items.

Students' discussion comments tended to reinforce the questionnaire findings. They were able to relate the key points of the program. They also indicated that they liked the program. However, a couple of students indicated that they thought the announcer was "talking down to us." Again, comments in each class indicated that students had an appreciation for the long-range impact of the problem of the world's forests disappearing. Finally, a serendipitous outcome is that students probably gained a new appreciation for their U. S. lifestyles: not a single student indicated s/he would trade places with the boy in Nepal.

Teacher Results

Program

The nine teachers also reacted positively to the program. Most indicated

- the program was instructionally effective.
- the program was appropriate for students in grades 6-9.
- the program complements their existing social studies curriculum.
- the objectives were adequately covered.
- the issues covered in the program are important for their students to understand.

Perhaps the best indication of the teachers' reactions to the program was that almost all (8) indicated that they would use the program with their classes and that they would recommend it to other teachers. The one teacher who indicated that she probably would not use it or recommend it said she felt the program was "too boring" and that "inner city ninth-graders need more relevance." Finally, the most consistent teacher criticism of the program was toward the narrator.

- "The voice would put ninth-graders to sleep."
- "Some changes in audio might grab attention—possibly a change in voices or sound effects to liven it up a little for today's sophisticated kids."
- "I hope I'm not sexist but the female narrator is rather droll. There is not enough stress on the urgency. Suggest a more authoritative voice, male or female."

So the teachers reacted positively to the program. Their major concern was with the narrator.

Guide

The five teachers in the focus group had a chance to review the guide along with the program. Generally, they reacted positively to the guide. They did have a few suggestions.

- Include the terms "terracing" and "erosion" in the glossary. They said that lower-level seventh graders do not know those terms.
- A sample quiz or test in the guide would be helpful.
- A checklist for students to complete as they view the program, perhaps on why forests are disappearing, would be useful. These teachers said they always use such checklists with video programs.

Also, this group felt that the maps came and went too quickly on the screen. One teacher said, "I can see my seventh graders coming away from this program thinking that Kenya is next to Nepal." They suggested labelling the continents on the maps in the program. Overall, however, this group reacted positively to both the guide and the program..

Discussion and Conclusions

Considering all the data sources--the attention profile, the student and teacher questionnaires, and the teacher's guide questionnaire--there is ample support for the conclusion that the program was successful.

Students were attentive to the program and indicated that they found it interesting and appealing. They realized that the world's forests are disappearing, and most were able to identify the reasons for the disappearance. Further, they thought that the issue of the world's forests disappearing was important for them, their peers, and other residents of the United States to understand.

Teachers agreed with their students by indicating that they thought the issues covered in the program are important for their students to understand. They also indicated that the program was appropriate for students in grades 6-9. They felt that the objectives were adequately covered and that overall the program was instructionally effective.

However, this formative evaluation was designed to pinpoint areas of concern and two such areas did emerge. First is the tone of the narrator's voice, which three teachers indicated was too drab, while some students felt that she was "talking down to us." Second, the segment on West Germany was least effective in terms of capturing students' attention. Predictably, the segment did not effectively communicate the reason for the disappearance of forests in West Germany.

The five teachers who read the guide reacted positively to it. They did suggest some additions to the glossary as well as a sample quiz or test about the program. Two suggested a checklist for students to complete to focus their attention as they watched the program, although there were other teachers who disagreed with this suggestion. One suggested labelling the continents on the maps in the program, but another said this is one area for teacher follow-up after the program.

Within a week of collecting the data, results were reported to the production team and revisions have already been made to this program based on these findings. Notably, the narration was retaped and the segment on West Germany was enhanced. Thus, even though the program was generally well received by both students and teachers, it has been revised to address their concerns.

Appendices

N=142
all numbers in %

Global Geography
South Asia: Nepal

Why Are the Forests Disappearing?

Student Questionnaire

1. Did you think the program was interesting?

31 yes, very interesting
57 yes, sort of interesting
11 no, not very interesting
1 no, not at all interesting

2. Did you like the program?

20 yes, a lot
63 yes, a little
15 no, not very much
1 no, not at all

3. Do you think that the issue of the world's forests disappearing is important for people your age to be aware of?

44 yes, definitely
32 yes, probably
14 not sure
8 no, probably not
1 no, definitely not

4. What was your **favorite** part of the program?

17 the part on Nepal
4 the part on Kenya
2 the part on Brazil
6 the part on West Germany?
10 the part on Canada
58 I liked all parts equally

NR=4

5. What was your **least favorite** part of the program?

14 the part on Nepal
15 the part on Kenya
13 the part on Brazil
23 the part on West Germany
10 the part on Canada
9 I didn't like any parts of the program

NR=16

6. Why are the forests disappearing throughout the world?

21 increasing population
1 poor forest management
4 acid rain
74 all of the above

7. What is the **major reason** that forests are disappearing in **Nepal**?

75 increasing population
11 poor forest management
2 acid rain
12 all of the above

8. What is the **major reason** that forests are disappearing in **West Germany**?

14 increasing population
12 poor forest management
58 acid rain
16 all of the above

9. In about 30 years, what will happen to the population of South Asia?

1 it will remain the same
10 it will decrease by half
68 it will double
21 I'm not sure

10. By the year 2,000, will the world have more or less forests?

2 more
90 less
8 I'm not sure

11. What effect did the problem of the forests disappearing have on the young boy and his father in Nepal?

1 they had to use more kerosene
75 they had to spend more time getting to the wood
4 they had to farm on the sides of hills
20 all of the above

12. Worldwide, what is the major cause of forests disappearing?

6 natural disasters
86 people
8 I'm not sure

13. Do you think that the forests disappearing will affect you in your lifetime?

31 yes, definitely
46 yes, probably
10 not sure
7 no, probably not
6 no, definitely not

14. Do you think that people in the United States will be affected if the world's forests continue to disappear?

48 yes, definitely
35 yes, probably
6 not sure
7 no, probably not
6 no, definitely not

15. Do you think other students your age should see this program?

40 yes, definitely
40 yes, probably
10 not sure
5 no, probably not
5 no, definitely not

16. Did you learn anything new from the program?

38 yes, a lot
42 yes, a little
12 no, not very much
9 no, nothing at all

Thank You!

Appendix B

GLOBAL GEOGRAPHY
SOUTH ASIA: NEPAL
WHY ARE THE FORESTS DISAPPEARING?
TEACHER QUESTIONNAIRE

1. Overall, do you think the program was instructionally effective?

   5 yes, very effective
   3 yes, somehwat effective
   0 not sure
   1 no, not very effective
   0 no, not at all effective

   Why?

2. Do you think the program is appropriate for students in grades 6-9?

   4 yes, definitely
   3 yes, probably
   1 not sure
   0 no, probably not
   0 no, definitely not

   If not, why not?

3. Do you think students in grades 6-9 would find the program appealing?

   1 yes, definitely
   7 yes, probably
   1 not sure
   0 no, probably not
   0 no, definitely not

   Comments:

4. At what grade levels do you think the program could be used effectively (check all that apply)?

   1 four
   1 five
   4 six
   8 seven
   7 eight
   1 post-secondary/adult
   6 nine
   6 ten
   4 eleven
   4 twelve

5. Does the program complement your existing social studies curriculum?

9 yes
0 not sure
0 no
If no, please explain:

If yes, please explain how and where the program would fit within your curriculum:

6. Listed below are the objectives for the program. Using the two scales below, indicate how well you think each objective was covered in the program and how much follow-up on your part would be required for your students to achieve each objective.

COVERAGE

A- thoroughly covered
B- well-covered
C- covered
D- poorly covered

FOLLOW-UP

A- no follow-up needed
B- very little follow-up needed
C- some follow-up needed
D- considerable follow-up needed

COVERAGE/FOLLOW-UP		#	OBJECTIVE
A(8),B(1)	A(1),B(3),C(2),D(1)	1.	Identify factors that contribute to deforestation.
A(3),B(4),C(2)	B(1),C(7), D(1)	2.	Explain how human actions can dramatically alter the physical characteristics of places.
a(3),B(4) C(1),D(1)	B(3),C(3),D(2)	3.	Understand that places can be damaged, destroyed, or improved by human actions or natural processes.
A(1),B(1) C(5),D(2)	A(1), B(1) C(2), D(3)	4.	Make inferences from graphs.
A(2),B(3),C(4)	B(2),C(3),D(3)	5.	Describe how people s lives are affected by deforestation.

Do you have any comments about the coverage of the objectives in the program?

7. Do you think the issues covered in the program are important for your students to understand?

8 yes, very important
0 yes, sort of important
1 not sure
0 no, not very important
0 no, not at all important

8. Would you use this program in your classes?

2 yes, definitely
6 yes, probably
0 not sure
1 no, probably not
0 no, definitly not

Why?

9. Would you recommend this program to other teachers?

2 yes, I would highly recommend it
6 yes, I would recommend it
0 not sure
1 no, I wouldn't recommend it

Why?

10. Do you have any other comments about the program?

THANK YOU!

Teacher Questionnaire Responses

Question One: Overall, do you think the program was instructionally effective?

1. Good use of examples, specific reasons for the disappearance of forests clearly stated, appealing to the eye, photography appears to be up to date (not pictures taken from the 1960's).

2. It was concise and presented in a moving manner that could hold the attention of the grade level students it is designed for.

3. It used multiple examples to reinforce the concept. Usually the vocabulary was appropriate.

4. It presents an issue - something the students can relate to concerning relevance of the course.

5. Clearly delineates the problem of deforestation. Demonstrates problems around the world. (Social Studies Consultant)

6. Visually graphic with good narration content. (Social Studies Consultant)

7. It emphasizes relevance for today. In the process the students received a good lesson on geography. Solution suggestions would be helpful. (Social Studies Consultant)

8. Never explained <u>why</u> forests are so important. For example - forests in South America provide 7% of our oxygen. (Social Studies Consultant)

Question Two: Do you think the program is appropriate for students in grades 6-9?

1. Students in grades 8 and 9 could probably gain more from this program. Seventh graders would have to be working at grade level to benefit.

2. 9th graders in the inner city need more relevance. (Social Studies Consultant)

Question Three: Do you think students in grades 6-9 would find the program appealing?

1. Appealing? What does this mean to students? Action packed it is not. Interesting - I believe so!

2. Program is short and to the point, colorful.

3. Woman's voice was monotone.

4. Videotapes are not too long, people their age groups (grade 6-9) are shown, it provides a reason to study (i.e., problems and issues exist and they must be addressed).

5. Could use a more authoritative voice narration to convey urgency of the problem. (Social Studies Consultant)

6. I feel that the program fits most age groups. Not indepth enough for college age-however. (Social Studies Consultant)

7. The voice would put 9th graders to sleep. Although it showed interesting cultural visuals. It lacked humor, high conflict or immediacy to trigger interest. (Social Studies Consultant)

Question Five: Does the program complement your existing social studies curriculum? If yes, please explain how and where the program would fit within your curriculum?

1. (yes) Discussion of environment; Canada - Acid Rain (good footage of destruction) Brazil - (South America) deforestation.

2. (yes) This would fit in with the seventh grade curriculum in my school corporation. This program could be used when doing a cultural unit on India and neighboring countries as well as in the physical geography unit, when we cover landforms, vegetation, problems of pollution, etc.

3. (yes) Our program of world geography is a theme and issue oriented approach. This program would fit well into our curriculum that covers Canada, the U.S. and acid rain. It could also be plugged into the issue of natural resources.

4. (yes) Seventh grade program is "Global Studies". We have a unit on geographical concepts and then go to individual cultural units. Each unit has geography as an important part. It would fit very well into our unit on geographical concepts.

5. (yes) For each world region, an issue or problem could be focused upon and related to U.S. problems. World regions taught in our curriculum: S.E. Asia, Japan, China, USSR, North Africa and Middle East, Sub-Saharra Africa, and India.

6. Applies lessons discussed in textbooks. Geographic background to World History/World Studies __?__, also courses that deal with issues. (Social Studies Consultant)

7. Continents and global geography. Utilization of resources. (Social Studies Consultant)

8. It could fit almost anywhere. (Social Studies Consultant)

Question Six: Listed below are the objectives for the program. Using the two scales below, indicate how well you think each objective was covered in the

program and how much follow-up on your part would be required for your students to achieve each objective.

1. (#1 - "considerable follow-up"): Low level students would need to review what they had seen and heard. (#3 - "coverage"): I would try to focus more on this objective; offers hope for the future. (#4 - "considerable follow-up"): graphs were simplistic. (general): I believe many low level students would need information presented again in class. Not active listeners. Program does not encourage students to participate.

2. (general): Take nothing for granted concerning middle school students and abilities with graphs.

3. While the issue of deforestation and its effects are clearly portrayed, there isn't enough discussion/challenge about creative solutions that could be suggested __?__ connected issues like population controls, use of other fuels (Although this is touched upon). (Social Studies Consultant)

4. Well done. (Social Studies Consultant)

5. Why are forests so important? Please, make the connection about the huge rain forests providing oxygen. Capture their interest! Show what would happen if there were not trees! (Social Studies Consultant)

Question Eight: Would you use this program in you classes? Why?

1. (yes, definitely) It provides food for thought through issues and provides concrete reasons why culture groups and regions must be studied.

2. (yes, probably) The program covers the concept at level suitable for students in the 9th grade. It is also well done interns of length and limitation of the concepts covered or introduced.

3. (yes, probably) It is short, compact coverage of a problem that faces the world today. Not only does it cover the subject but it gives the opportunity for the teacher to play an important role in the classroom

as this program leads into discussion opportunities and value identification for students.

4. (yes, probably) The program covers the concept at level suitable for students in the 9th grade. It is also well done in terms of length and limitation of the concepts covered or introduced.

5. (yes, probably) Program is short, simple and basic. Could use as an introduction to environmental issues.

6. Provides some thought-provoking issues and shows similarity of problems around the world. Gives a world view. (Social Studies Consultant)

7. Points out deforestation is a global problem. Human element brings the concept close to home and more interesting. (Social Studies Consultant)

8. I would have to supplement it. (Social Studies Consultant)

Question Nine: Would you recommend this program to other teachers? Why?

1. (yes, highly recommend) It is very relevant in examining world problems through world geography.

2. (yes, recommend) The program would serve as an excellent introduction into the issue of deforestation.

3. (yes, recommend) It is informative and leaves plenty of room for students to discuss possible solutions for the problems presented.

4. Provides geographic orientation along with an issue focus. (Social Studies Consultant)

5. Concept is presented in an attractive and interesting way and reinforces our geography concepts as well as social issues. (Social Studies Consultant)

6. It is too boring as is. (Social Studies Consultant)

Question Ten: Do you have any other comments about the program?

1. It seems suited for average or 'average +' abilities. It could be adapted for remedial groups providing vocabulary and concepts diluted.

2. I believe students need to have concrete "bridges" drawn between their lives and deforestation around the world. My students would say who cares about Nepal? How does this affect me?

3. I've already touched on a couple of suggestions. But let me elaborate. 1. I hope I'm not sexist but the female narration is rather droll. There is not enough stress on the urgency. Suggest a more authoritative voice, male or female. 2. Could use more on other alternatives - population control, natural gas/electricity for heating/cooking. 3. Would like to see program ask for creative solutions from students. 4. Program might also emphasize some of the scientific problems -- loss of trees-- loss of photosynthesis, oxygen. May effect animal food chain. (Social Studies Consultant)

4. Some changes in audio might "grab" attention--possibly a change in voices or sound effects to "liven it up" a little for today's "sophisticated" kids. (Social Studies Consultant)

5. Well done. (Social Studies Consultant)

6. Show where Nepal is! N/E of India, next to the Himalayas. (Social Studies Consultant)

Appendix C

GLOBAL GEOGRAPHY
SOUTH ASIA: NEPAL
WHY ARE THE FORESTS DISAPPEARING
TEACHER GUIDE QUESTIONNAIRE

BACKGROUND

1. How long have you been teaching?

2. What grades do you currently teach?

3. What grades have you taught in the past?

4. What subjects do you teach?

5. What degrees and certifications do you hold?

6. Approximately how often do you use video programming with your classes?

0 never	3 twice a month
0 rarely	1 every week
1 once a month	0 more than once a week

TEACHER GUIDE QUESTIONS

1. **For a series like GLOBAL GEOGRAPHY**, how important is the teacher's guide?

0	absolutely necessary
2	probably necessary
3	nice to have
0	not needed
0	don't know

2. Overall, how would you rate the provisional guide material?

__0__ excellent
__2__ very good
__3__ adequate
__0__ fair
__0__ poor

3. The introduction to the Teacher Guide is designed to provide you with background for effective use of the series. Do you think it is:

__0__ excellent
__2__ very good
__3__ adequate
__0__ fair
__0__ poor

4. Listed below are the sections of the guide for the program, **SOUTH ASIA: NEPAL WHY ARE THE FORESTS DISAPPEARING?** Please rank them in order of their importance to you, starting with number 1 as most important.

1(2),5,9 (3.5) Objectives
2(2),3,4,8 (3.8) Statement of Content
1(2),3,5,9 (3.8) Program Summary
2,4,6,8,9 (5.8) Glossary of Terms
1,3(2),4,7 (3.6) Before the Program
4(2),5,6(2) (5) After the Program
2,5,6,7(2) (5.4) Local Community Application
3,5,6(2),8 (5.6) Follow-up Activities
7(2),8(2),9 (7.8) Additional Resources

5. Some teachers feel that almost all of the above features are important to have in the teacher's guide. Other teachers feel that only a few of these are necessary for the most effective use of a video series. For a series like **Global Geography**, check the sections that you feel are indespensable(check all the ones you feel are indespensable):

__4__ Objectives
__3__ Statement of Content
__4__ Program Summary
__4__ Glossary of Terms
__5__ Before the Program
__5__ After the Program
__4__ Local Community Application
__4__ Follow-up Activities
__3__ Additional Resources

6. **Use the scale below to rate each section of the guide for the NEPAL program.**

A- excellent
B- very good
C- adequate
D- fair
E- poor

A-2; B-3 Objectives
A-1; B-2; C-2 Statement of Content
A-2; B-2; C-1 Program Summary
A-2; B-1; C-2 Glossary of Terms
A-1; B-3 ; D-1 Before the Program
A-4; B-1 After the Program
A-1; B-3; D-1 Local Community Application
A-2; B-2; C-2 Follow-up Activities
A-3; B-2 Additional Resources

7. Is there any information that you feel should be in the guide for this lesson, but isn't? 3 yes 2 no
   If yes, what should be added?

8. Do you have any other comments about or suggestions for the guide material?

THANK YOU!

Comments on the Teacher Guide Questionnaire

Question Six: Use (the scale below) to rate each section of the guide for the NEPAL program.

A = excellent
B = very good
C = adequate
D = fair
E = poor

_____ Objectives
_____ Statement of Content
_____ Program Summary
_____ Glossary of Terms
_____ Before the Program
_____ After the Program
_____ Local Community Application
_____ Follow-up Activities
_____ Additional Resources

1. (on "before the program"): "How does this relate to you" needs to be asked. (on "follow-up activities): Need more 'physical' activity suggestions.

Question Seven: Is there any information that you feel should be in the guide for this lesson, but isn't?

1. There needs to be more background information for the teacher to use; more facts and figures. This is not to be included in the program but for the teacher to have at his/her fingertips instead of "looking up".

2. Deforestation and consequences on oxygen supply, wildlife. How U.S. is dealing with deforestation. Future outlook on competition for natural resources and alternatives.

3. Some sort of evaluation for students about what they ahve learned would be helpful. Some sort of tool to be used during the showing of the video would be most beneficial.

Together...programming for today's learner

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